

Organizing Data for Analysis

How should we analyze this data set?			
What do we want to know from the data?			
What type of data are they? (perceptual data, student learning data, school process data, demographic data)			
What data do we have?			

Examples of Organizing Data for Analysis

Example Inquiry Group	What data do we have?	What type of data are they?	What do we want to know from the data?	How should we analyze this data set?
Group 1: Student Questioning Ability	Student-generated questions on index cards	Student learning data	What kinds of questions are students able to ask in the context of social studies?	Sort the questions into two categories: <ul style="list-style-type: none"> • convergent—quick and easy, text explicit • divergent—open-ended, more than one right answer, need more time to answer
Group 2: Reading Comprehension	Reading conference notes	Perceptual data, student and teacher	<ul style="list-style-type: none"> • Which reading comprehension strategies can students name? • Which reading comprehension strategies do students say they are using when they read? 	<ul style="list-style-type: none"> • Highlight explicit naming of strategies inside conference notes. • Underline descriptions of strategies that may not be explicitly named. • Tally strategies for the entire class.

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Example Inquiry Group	What data do we have?	What type of data are they?	What do we want to know from the data?	How should we analyze this data set?
Group 3: Teacher Lesson Planning	Individual lesson plans with revisions	School process data	<ul style="list-style-type: none">• What are teachers' specific strengths in designing lessons?• What areas of lesson design do teachers struggle with?• What are the next steps in terms of supporting teachers in lesson design?	<ul style="list-style-type: none">• Assess each lesson using the school checklist.• Tally the areas of the checklist targeted for revision.• Assess the success of revisions.• Identify the group's strengths and struggles related to the criteria on the checklist.